

GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Recreation, Health, and Tourism

PRLS 310 – 002 – Program Planning and Evaluation
3 Credits – Fall 2020
Thursdays 1:30 – 4:10pm – Krug Hall #19

FACULTY

Instructor: Ivan Levin M.S.
Office: N/A
Office Hours: By Appointment
Email: ilevin@gmu.edu
Phone Number: 540-818-5818 (9am-10pm Call or Text)

PREREQUISITE(S): PHED 200, PRLS 210, SPMT 201, or TOUR 200.

UNIVERSITY CATALOG COURSE DESCRIPTION: Introduces fundamental principles and techniques of the planning process for sport, recreation and tourism programs, including assessment of needs and goals, objectives, and mission statement; generating solutions; Planning programs for implementation and evaluation.

COURSE OVERVIEW: The course provides the benefits-based components of programming across all concentrations and two degrees in RHT. It has been designed to include fundamental principles and techniques of the planning process for health, fitness and recreation resources' parks and outdoor, therapeutic recreation; or sport management; or tourism and events management. Using theoretical models, students will design a **Written Program Plan** that outlines all of the programs to be accomplished in (a) twelve(12) *Program Design Forms* using (b) ten (10) *program classifications* around a to be announced (tba) theme for at least (c) *fourteen (14) hours* in length. It will be designed as if it would occur in the future in and at a location on a GMU Campus. Based on lectures, the text, and outside sources, this course's **Written Program Plan** creates the beginning of a student major's RHT portfolio. Each student will add to their portfolio's **Written Program Plan** throughout their future semesters' coursework, including core courses PRLS 323, PRLS 450, PRLS 460, and the 490-General Education synthesis internship course.

COURSE DELIVERY METHOD: This course will be delivered using both a face to face lecture method and online approach. The online portion of the course will be delivered via Blackboard learning management system (LMS) housed in the MyMason portal (<http://mymason.gmu.edu>). The course will use primarily an asynchronous format with minimal

synchronous instruction. Students will log in to the Blackboard course site using their Mason email name (everything before “@masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

TECHNICAL REQUIREMENTS: To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/getwindows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/
- Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
- The use of laptop computers is required in this class. You will only be permitted to work on material related to the class, however. Engaging in activities not related to the course (e.g., gaming, email, chat, etc.) will result in a significant deduction in your participation grade.
- We will frequently be using the internet as a means to enhance our discussions. We will also be using computers for our in-class writing assignments. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade.
- Some/All of our synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard [or other secure site] and will only be accessible to students taking this course during this semester.

LEARNER OBJECTIVES: At the completion of this core course towards a BS in Health, Fitness, and Recreation Resources (HFRR) and Tourism and Events Management (TEM) in RHT students should be able to:

1. Formulate a personal programming philosophy.
2. Justify the **Written Program Plan's** benefits for participants after choosing program elements within their concentration/degree of either health, fitness and recreation resources' parks and outdoor, therapeutic recreation; or sport management; or tourism and events management.
3. Prepare measurable goals relevant to their target participants and setting.
4. Accurately demonstrate in the **Written Program Plan** the responsibilities of a programming professional.
5. Complete a polished **Written Program Plan** for submission that can be used in future RHT courses, for documentation toward a 490 internship, and/or for professional placement.

PROFESSIONAL ASSOCIATION STANDARDS: Further, upon completion of this course, students will meet the following professional accreditation standards for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT):

7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

REQUIRED TEXTS: Rossman, J. Robert and Schlatter, Barbara E. (2019). *Recreation Programming: Designing, Staging, and Managing the Delivery of Leisure Experiences* (Eight Edition). Sagamore Publishing.

COURSE PERFORMANCE EVALUATION: Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). This course will be graded on a percentage point system, with a total of 100 possible percentage points.

COVID-19 – SAFE RETURN TO CAMPUS STATEMENT

All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in [Blackboard](#). Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#). Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or

have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

- Complete your daily [Mason COVID Health Check](#) online health survey before coming to campus or leaving their residence hall;
- Quarantine at home if their health survey produces a yellow or red condition;
- Be prepared to show their daily green health status upon entering any classroom; and
- Practice all enhanced hygiene practices, including wearing a face covering that covers the nose and mouth, washing hands, maintaining at least six feet of physical distance, and staying away from campus and getting tested if they feel any symptoms consistent with COVID-19.

Assignments and Examinations:

Requirements	Percentage Points
3 Exams at 15% Each	45%
Written Program Plan for RHT Portfolio (completed in teams)	25%
Program Plan Presentation	10%
Class Participation (Attendance, Program Design Forms, Peer Group Review, Misc.)	20%
Total	100%

Assignment Summaries:

ELECTRONIC PROGRAM PLAN FOR RHT PORTFOLIO

For Fall 2020 – Each program group will create an electronic Program Plan using Google Sites, a Web page-creation tool offered by Google. You will need a standard Google account. Once you have an account, you can make as many Google Sites as you want for free. Google Sites uses your Google Drive account to store images and files you share on your site, so you can even store up to 15GB of files for your sites for free, shared with your other Google apps.

THE PROGRAM PLAN MUST INCLUDE:

- A title page **embellished** with pictures and clip art
- Six tabs - The first index label will say #1 (Mission and Philosophy); next #2 (Need for the Program); followed by #3 (Design Goals of the Program); then #4 (Operation Details); then #5 (Program Design Forms); and last #6 (Program Evaluation).
Throughout the semester as each numbered item is completed, embellish pages with pictures, clip art, and appealing consistent fonts to enhance the overall professional appearance.

PROGRAM PLAN PRESENTATION

Each group will give an online presentation to present their program plans. The presentation will cover all elements of the written program plan and highlight three individual programs. All group members **MUST** participate, and a visual presentation aid must be used (powerpoint, prezi, etc). Details will be discussed in class.

ELECTRONIC PROGRAM PLAN FOR RHT PORTFOLIO

I. THE PROGRAM PLAN

Enticing Overall Program Design Title - Make sure that not only your overall program plan title is enticing but also each individual **Program Design Form** has a unique title to attract clients like those featured in *Fairfax County Parktakes*, for example.

TAB 1 Mission and Programming Philosophy

1. *Mission* – **1 complete paragraph**
2. *Programming Philosophy* - What is your program trying to achieve, including overall benefits for the client? 1 complete Paragraph.

TAB 2 Need for the Program - Convince your staff, supervisors and funders of the need for your program plan based on referenced data that you have researched. **Must show actual research on target market. ½ to a full page.**

TAB 3 Program Goals and Objectives - Required a total of 10 statements (a combination of program (x) and behavioral objectives (y)) as defined in class and presented in the text. The objectives must be specific, observable, and measurable for future evaluation.

TAB 4 Operation Details.

1. *Venue Arrangements* - A specific listing of all areas to be used in the Program Plan. All venues should be specifically described and include a map of the facility and/or layout of the overall facility. **DETAILS**
2. *Special Arrangements* - Contractual arrangements for *transportation*, outside *entertainment* coming in, or *concessions* should be listed on this page. For example: "Arrangements with a local bus company will be negotiated to pick up participants at their residence and return them." Parade permits; liability insurance; or special maintenance services can also be listed in a generic way like the above example. Please provided examples or mock-ups of each form presented. **Describe what the special arrangements are and provide a SAMPLE agreement for each.**
3. *Inclusion Plan* - Agencies are required to provide reasonable accommodations in programming for people with disabilities. If not they

could face a suit due to the Americans with Disabilities Act (ADA). Based on the class lectures and references from the Office of Disability Services website <http://ods.gmu.edu> list ways to make the program inclusive perhaps through such examples as:

- a. Adaptive equipment or assistive devices will be available upon request.
 - b. An individual coach will be available for people who need one-on-one assistance.
 - c. Specific accommodations and/or modifications based on your target population...grandparents (seniors), parents (adults), teens, children, infants, and any age group who may have a physical or mental challenge.
 - d. State if specific modifications can be found on each program plan form.
 - e. Be detailed and explain across all programs and activities.
4. *Equipment and Supply Needs* - List 2 itemized inventories:
- a. All necessary equipment needed to run the entire program from the **Program Design Forms** including the number necessary (but not cost*)
 - b. All necessary supplies needed to run the entire program from the **Program Design Forms** including the number needed for the maximum number of clients.
5. *Communications Plan* – A well-developed promotional/communication plan including mass communication and social media. This section should include:
- a. An actual written plan (1 page +) describing who your audience is and how you will communicate with them.
 - b. Provide examples of social media posts, website, flyers, posters, etc.
6. ***Budget and Pricing Information (will be taught in another course and added later).***
7. ***Registration Plan (not in this initial plan).***
8. *Staffing and Staff Orientation Plan* – A well-developed staffing plan including the plan, list of staff, matrix and one sample job description.
- a. Staffing plan describing positions, recruitment, training and orientation.
 - b. A list of all permanent staff needed to run the program - Use fictitious names, Each staff's job title, Certifications and/or expertise for each.

- c. One sample Job Description representing one of your program positions.
 - d. Staffing Matrix as described in class that shows the staff for all 12 activities over at least 14 clock hours using 10 program classifications:
 - 1. Who
 - 2. Teaching what
 - 3. When and Where they are to report
- 9. Management Plan (will be taught in another course and added later).**
10. *Cancellation Plan* -- Events don't cancel themselves. In case of rain, if any part of the plan is outside, state a back-up space or alternate date planned. List a contingency plan if promised transportation doesn't arrive on time. **Be detailed and write in paragraphs (1/2 to 1 page)**
11. *Set-Up* -- Assume custodial crew will set up each space prior to participants' arrival. Provide VISUAL layouts for **EVERY PROGRAM. Be sure to show:**
- a. Arrangement of chairs and/or desks and big equipment
 - b. Speaker or leader's position among participants.
 - c. Any specific atmosphere can be detailed here.
12. *Risk Management Plan* -- Attempts are made to anticipate all types of risks associated with your plan. List the risk and how it will be controlled. List the forms that will be on file to be utilized when running the program plan. **DETAILS. Make relevant to your program based on the info you were given. See Chapter 13 powerpoint – be detailed.**
13. *Animation Plan* -- A master schedule for all of your Program Design Forms needs to be developed and thought must be given to how people will move from one program to the next. You may elaborate on each program in the Program Design Forms. **SHOW TRANSITIONS.**
14. *Program Wrap Up* -- Explain how the program will end. **Think through in detail.** Be sure to include the following:
- a. Plan for correspondence, any awards, and post-event press release, social media
 - b. Take down plan to return the site to normal operation for anything that will not be handled by the custodial crew.
 - c. Plan for how people will exit the program.
 - d. Timeline for preparing to repeat the program or a similar one.

TAB 5

Program Evaluation (will be taught in another course and added later).

TAB 6**INDIVIDUAL PROGRAM DESIGN FORMS**

Twelve (12) Program Design Forms -- With each **Program Design Form**, assume you are not facilitating so everything must be spelled out. As a result, each *Description of Activity* must be a detailed blueprint, lesson plan, storyboard, and cookbook-like description that someone else can pick up and facilitate. Complete references using APA style are required for each **Program Design Form** so that the facilitator could acquire further information. **All Program Design Forms require a complete reference at the bottom.**

- i. Researched sources may include databases, journals, magazines, the web, books, manuals, etc... that identifies examples, equipment, or DVDs to be used for that activity. Be sure to use the right format appropriate for each activity.
- ii. *Use ten (8) Program Classifications* -- 8 of the 10 activity classifications on p90 of the text must be used at least once as an activity on a **Program Design Form**.
- iii. *Program Design form hours* -- Each **Program Design Form** must run for at least 30 minutes in length and no more than 90 minutes. The total number of programmed hours must be a minimum of 14 clock hours.
- iv. ***Important*** -- **To be worthy of a Program Design Form, there must be an instruction component. Activities that run themselves can be a part of the program plan design but are not worthy of a Program Design Form.**

PROGRAM DESIGN FORM TEMPLATE



(Use Your Own Clip Art, Logo, Visual)

Enticing Individual Event Title:

Program Classification: Arts-Performing: music, dance, and drama; **Visual**, crafts; **New arts-**Technology-based such as computer graphics; **Cognitive and literary activities;** **Self-improvement/education;** **Sports and games;** **Aquatics;** **Environmental activities-**greening, outdoor recreation and risk recreation; **Wellness/Fitness;** **Hobbies and social recreation;** **Volunteer services;** **Travel and tourism**

Purpose of the Activity (Goal or outcome):

Session Number (i.e. Will this be activity #1 or 5 or 12?):

Appropriate Amount of Time (To run the activity-No more than 90 minutes):

Specific Location (Required for the activity to take place; specific room # or name):

Number of Participants (The activity is designed for): **Minimum:** **Maximum:**

Equipment List (Necessary to run the activity activity)

Supply List (Necessary to run the activity)

Specific quantity to run for the max participants):
participants):

Specific quantity to run for the max participants):

Program Format (Self-directed/noncompetitive; Clubs/Groups; Drop-In; Competition/leagues and tournaments; Special Events; Skill Development):

First to Last Directions (Needed for someone else to lead the activity-As specific as a blueprint or cook book). To be worthy of a Program Design Form there must be an *instruction* component. Activities that run themselves can be a part of the program plan design, but should not be included on a Program Design Form.

Benefit/s (From participating name and identify a cognitive benefit; name and identify a behavioral, or name and identify an affective benefit): **Complete APA Reference** (Including reference for a certain video, journal, magazine test, etc. Remember when citing a website to include the retrieval date)

**PRLS 310 - Program Planning and Evaluation
Collaborative Learning Agreement
Page 1**

We, the undersigned, agree on the following obligations for the group work done during PRLS 310: **Please fill out, sign, and hand it in to your instructor.**

Group Name: _____

Program/Event Theme: _____

Expected group behavior: (at least three expectations)

Example: Each team member will equally share in the responsibilities and share with the group...

Unacceptable behavior: (at least three negative behaviors)

Example: Miss a group meeting without informing a team member in advance.

Failure to follow obligations will result in the following:

Example: Expulsion after two warnings from the rest of the team members.

Signed:	PRINT	<i>Signature</i>	Date

Collaborative Learning Agreement

Page 2

Part of your grade in PRLS 310 is based upon collaborative work. By effectively communicating and working with group members, your chance for success is greatly increased. Your collaborative learning agreement is the foundation upon which you will build working relationships with your team members. The purpose of the group agreement is to help you prevent conflict from arising by discussing each team member's expectations. Should problems arise, this group agreement will be called upon by your instructor.

When developing your group contract, discuss all of the following points:

- Outline how you will work towards positive experiences and minimize negative issues.

- How often will you meet to plan your group assignments? Where will you meet?

- How will you divide the work?

- How will you deal with problems that arise in your group? (E.g. showing up late for meetings, not completing assigned tasks, not communicating effectively...). Group problems should be addressed immediately. Do not wait until the end of the semester.

- What is the process for determining when a problem reaches a point to involve your instructor?

Exchange contact information for all group members – See page 3!

Collaborative Learning Agreement
Page 3

All group members fill out the information below and then take a picture of this page. All group members should have access to this information so please share image, save, email, etc to all group members as appropriate.

Program Plan Group Project

Name	Email	Cell	Text/Email Preferred?
1)			
2)			
3)			
4)			
5)			

Grading Policies:

Attendance Policy: Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus."

There is NO make-up work.

Accordingly, in this course, absences, tardiness, or early departure are considered de facto evidence of non-participation. Three tardies, and/or early departures (including putting head on the desk and closing one's eyes) equal one absence. Class Participation grades are taken daily and any unexcused absence will result in a 0 for that day. Three or more absences without advance permission or a doctor's note on letterhead will result in 0 points for Class Participation in the final grade.

If you miss a class, it is your responsibility to obtain class materials (notes, handouts, etc.) from sources other than the instructor. Only then should you approach the instructor for questions.

All assignments are due 1:30 PM, the beginning of class on the assigned day. No late work will be accepted without a doctor's note on letterhead. Written work is to be typed and spell checked to avoid point deduction. Tests must be taken on assigned days unless approved ahead of time and **no class participation make-ups** will be available.

Grading Scale

A+ = 97-100	B+ = 87-89	C+ = 77-79	D = 60-69
A = 94-96	B = 84-86	C = 74-76	F = 0-59
A- = 90-93	B- = 80-83	C- = 70-73	

PROFESSIONAL DISPOSITIONS: Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

TENTATIVE COURSE SCHEDULE:

DATE		In-Class/ Online	TOPIC	READING	ASSIGNMENT DUE	
TH	August	27	In-Class	Intros, Syllabus Review, Technology Requirements Set-Up and Review	SYLLABUS	
TH	September	3	In-Class	Basic Programming Concepts and How Individuals Experience Leisure	Ch 1 Ch 2	
TH		10	Online	Six Key Elements of a Situated Activity System Outcome-Based Programming GMU Databases	Ch 3 Ch 4	Teams Established
TH		17	Online	Program Development Cycle Test Review	p 106	
TH		24	In-Class	Test I		Collaborative Learning Agreement
TH		October	1	In-Class	Preparing the Program Plan Developing Leisure Products in the Experience Economy	Ch 13 Ch 5
TH	8		Online	Developing the Agency's Programming Mission - Agency Culture Using Goals and Objectives in Program Development	Ch 6 Ch 7	
TH	15		Online	Obtaining Participant Input Writing Program Design Goals Test Review	Ch 9 Ch 10	3 Program Design Forms per Team
TH	22		In-Class	Test II		
TH	29		In-Class	Program Design Creative Programming	Ch 11 Ch12	
TH	November		5	Online	Techniques for Program Promotion	Ch 14
TH			12	Online	Staffing and Supervising Program Operations Making Decisions About Program Services Test Review	Ch 16 Ch 22
TH		19	In-Class	Test III WORK ON PROGRAM PLAN IN GROUPS – IN CLASS		
TH	December	3	Online	Group Presentations		PROGRAM PLANS DUE
TH		10	Online	NO FINAL EXAM		ONLINE GROUP MEETINGS IF NEEDED

*** Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.*

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU POLICIES AND RESOURCES FOR STUDENTS:

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

PRLS 101 RUBRIC SEMESTER PROJECT ASSIGNMENT

Written Program Plan

<p>COAPRT 7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</p> <p>Objectives:</p>	<p>Unsatisfactory (1) Missing required element</p>	<p>Minimal (2) Missing required element AND/OR does not demonstrate understanding of the content area/subject</p>	<p>Competent (3) Missing required element OR does not fully present element</p>	<p>Outstanding (4) Includes required element; demonstrates understanding of the element</p>
<p><i>Written Program Plan Overall Style</i></p> <p>Spelling & Grammar</p> <p>APA Style</p> <p>Organization</p> <p>Cohesive</p> <p>Punctuation</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>
<p><i>Program Plan Components</i></p> <p>Enticing Title</p> <p>Mission</p> <p>Program Philosophy</p> <p>Program Strategy</p> <p>Need for the Program</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>
<p><i>Five SMART Design Goals / Objectives</i></p> <p>#1 Observable/Measurable</p> <p>#2 Observable/Measurable</p> <p>#3 Observable/Measurable</p> <p>#4 Observable/Measurable</p> <p>#5 Observable/Measurable</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>

<i>Operation Details</i>	??????????	??????????	??????????	??????????
Venue Arrangements	1?	2?	3?	4?
Special Arrangements	1?	2?	3?	4?
Inclusion Plan	1?	2?	3?	4?
Equipment and Supplies	1?	2?	3?	4?
Promotion Plan	1?	2?	3?	4?
<i>Animation Plan</i>	??????????	??????????	??????????	??????????
Staff	1?	2?	3?	4?
Cancellation Plan	1?	2?	3?	4?
Set Up Plan	1?	2?	3?	4?
Risk Management Plan & Safety Check	1?	2?	3?	4?
Animation Plan Master Schedule	1?	2?	3?	4?
?				

